EDUCATION, HOUSING & COMMUNITIES

RECRUITMENT PACK

Job Title	**DEPUTE HEAD TEACHER**
Location	**KEITH GRAMMAR SCHOOL** **(roll 348 at most recent census)** 
Reference No	**MOR12377**
Salary	**£74,154**
Closing Date	**Sunday 15 November 2026**
A relocation package of £5400 (exclusive of VAT) may be available for this post.	

Are you ready for the next step in your leadership journey, looking to join a supportive school community and be an integral part of their continued improvement and growth? Keith Grammar School is looking for a Depute Head Teacher to join their team who is inclusive and aspirational, ambitious to support all young people to succeed and achieve their full potential…

Keith Grammar School is one of our eight secondary schools in Moray and serves a largely rural catchment area located within the town of Keith, also known as 'the friendly town'. The school borders the catchment areas of Buckie Community High School, Milne's High School and Speyside High School in Moray and Banff Academy and The Gordon Schools in Aberdeenshire, with traditional industries and employers include farming, distilling, tourism and associated support industries prevalent in the local area. Traditionally, Keith was a market and textile industry town, where two large mills – Laidlaw's and Kynoch's – formed the major employers in the town at that time. Keith Grammar School forms part of the Keith Associated Schools Group (ASG), linking with Botriphnie Primary School, Keith Primary School, Newmill Primary School, Rothiemay Primary School and St Thomas RC Primary School. Keith Grammar School and Keith Primary School are sited near to one another on the same campus location, further supporting partnership working and transitions as the largest schools within the ASG. Keith Grammar School's roll is currently 356 pupils, mainly spanning Scottish Index of Multiple Deprivation (SIMD) 4 to 7.

The school vision and commitment at Keith Grammar School is *to ensure we strive to be the best version of ourselves through living our values* and was refreshed through stakeholder engagement last session and in place from August 2026. The school aim through strong relationships and partnership working to meet the needs of all learners, supporting young people to reach their full potential. School values of *kindness*, *growth* and *success* underpin the ethos, life and work of the school with ambition to achieve the highest standards possible and achieve, respecting others and excelling in all aspects of learning and life within and beyond school. Approximately 48% of the school roll have a recognised additional support need, with 26% Free School Meal uptake overall including pilot uptake. School

attendance is in line with national averages and the school continue to plan for improvements to raise attainment and achievement for all learners. Currently, the Head Teacher, 3 Depute Head Teachers, 2 Principal Teachers of Guidance, a Principal Teacher of Additional Support Needs (ASN) and 11 Principal Teachers of Subject comprise the Extended Leadership Team of the school. Wider teaching and support staff provide further learning and teaching, universal and targeted interventions in order to support all pupils in their wellbeing and learning.

The school has a collegiate approach to school improvement, and all staff are part of School Improvement Groups linked to key priority areas. Further focus on maintaining high expectations of all with self-evaluation for self-improvement guiding change has resulted in improvement focussed sessions to raise standards and support collegiate working across the school. The school has worked in recent times to extend partnership working with the local community, with key projects and engagement with local partners including The Loft Youth Project, Keith Community Radio, Keith Football Club and Glenisla Care home extending this year. The school building celebrated its 60th anniversary during last session and an active Parent Council further supports school leadership and improvement. The school continue with plans to review and develop their curriculum offer with a revised curriculum vision supporting widening of opportunities based on pupil and staff feedback.

This post will have initial responsibility for the strategic design, implementation, and review of a responsive and flexible curriculum that reflects the Keith Grammar School community and its identity, meeting the diverse needs of all learners and working in partnership with key stakeholders to achieve this. This includes ensuring that the principles of Getting It Right for Every Child (GIRFEC) are embedded into the curriculum, fostering an environment where wellbeing directly supports achievement. This role has further strategic oversight of Senior Phase attainment and progress, ensuring robust data tracking and targeted interventions are in place across the school to support closing identified attainment gaps, improve pupil outcomes and raise attainment in national qualifications.

Moray is a beautiful area to live and work with a picturesque landscape from country to coast. Some of our colleagues would like to share their thoughts about what it is like to Teach in Moray through our short video. Where you have the relevant qualifications, experience, skills and qualities for the role of Head Teacher of Keith Grammar School as outlined in the person specification and job description, we would very much like to hear from you.

If you would like to discuss any aspect of this post prior to submitting an application, please contact Mr Sean Duffy, Head Teacher (sean.duffy@moray-edunet.gov.uk)

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Depute Head Teacher – Job Description

Specific Responsibilities

"A Teaching Profession for the 21st Century" sets out the outline duties of a Depute Head Teacher as follows:

The role of the Depute Head Teacher is to assist, and where necessary, to deputise for the Head Teacher in the conduct of the school's affairs.

General Areas of Responsibility:

"A Teaching Profession for the 21st Century" sets out the outline duties of a Head Teacher:

The role of the Head Teacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the Education Authority under the overall direction of the Head of Education (Chief Education Officer). The Head Teacher shall be accountable to the Education Authority for the following list of duties as can reasonably be attached to the post:

(a) responsibility for the leadership, good management and strategic direction of the school
(b) responsibility for school policy for the behaviour management of pupils
(c) the management of all staff, and the provision of professional advice and guidance to colleagues
(d) the management and development of the school curriculum
(e) to act as adviser to the Parent Council and to participate in the selection and appointment of the staff of the school
(f) to promote the Continuing Professional Development of all staff and to ensure that all staff have an annual review of their development needs
(g) working in partnership with parents, other professionals, agencies and schools
(h) to manage the health and safety of all within the school premises

Key Duties Associated with Specific Areas of Responsibility:

(a) Leadership, management and strategic direction of colleagues:

It is expected that, for their areas of delegated responsibility, Depute Head Teachers will:

- Deputise for the Head Teacher
- Manage the day to day running of the school
- Have direct line management responsibility for Principal Teachers
- Have direct line management responsibility for support staff
- Co-ordinate Continuing Professional Development and Professional Review and Development procedures
- Review Continuing Professional Development needs as part of the Professional Review and Development, the career development, welfare and performance of colleagues
- Be responsible for the strategic management of delegated budgets
- Assume appropriate responsibility for health and safety
- Assist the Head Teacher with the selection and recruitment of staff
- Be involved in implementing the Authority's discipline and grievance procedure
- Implement relevant national and Council policies

(b) Curriculum development and quality assurance

It is expected that, for their areas of delegated responsibility, Depute Head Teachers will:

- Co-ordinate the review, development and implementation of curricular policy
- Monitor and evaluate learning and teaching
- Contribute to the process of self-evaluation, including the management of school development planning, and assuming responsibility for leading specific developments
- Implement and evaluate quality assurance procedures, including contributing to the process of Standards and Quality Report writing.

(c) Whole school policy and implementation:

It is expected that, for their areas of delegated responsibility, Depute Head Teachers will:

- Manage the development, implementation and review of school policy, including: learning and teaching; pupil assessment and attainment; pastoral care, pupil welfare and support; behaviour management

(d) Working with partners

It is expected that, for their areas of delegated responsibility, Depute Head Teachers will:

- Undertake the strategic direction of colleagues in the same establishment
- Liaise with colleagues from other establishments and education providers
- Liaise with outside agencies
- Promote the school within the community and act as strategic link with that wider community as appropriate
- Manage the school's strategies for communication/liaison with parents and carers

Allocation of Duties:

Depute Head Teachers are accountable to the Head Teacher and, in turn, through him/her to the Head of Education (Chief Education Officer).

Taking into account the policies of the Education, Communities and Organisational Development Department, Head Teachers will determine the key areas of responsibility and management duties of Depute Head Teachers, which will be subject to review, as required. Any change to these duties will follow a process of negotiation with individual colleagues.

Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.

Salary:

The salary of the Depute Head Teacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT).

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Post of Depute Head Teacher – Person Specification

Selection Criteria	Essential: Acceptable levels for effective job performance	Desirable: The attributes of the ideal candidate
Qualifications	As required by GTC	Additional qualifications; education management qualifications
Previous Experience	Extensive and successful experience of teaching classes across the age range and ability range	Previous experience in a promoted post. Good ICT skills, competent in use of ICT to support whole school management tasks
Professional Development	Evidence of recent involvement in professional development activities relevant to a senior manager post	Has breadth of involvement in key issues; has experience in leading development activities for other colleagues
Leadership	Ability to lead an effective team and support colleagues through clear strategic direction	Experience of leading and working with others to achieve successful outcomes
Management Skills	Ability to work with others; highly effective resource organisation, including ability to manage delegated budgets effectively; ability to assume responsibility for specific tasks and deliver successful outcomes	
Communication Skills	Highly skilled in communication and able to communicate clearly in a range of formats and situations	Is articulate with good language skills; ability to communicate with, and support, colleagues; evidence of use of ICT to enhance communications
Interpersonal Skills	Consultative, good listener, courteous, tactful. Shows clear empathy to young people, to staff and to parents.	Has experience of motivating and supporting stage/departmental colleagues, young people and, where applicable, parents
Implementing Change	Has considerable experience in leading a wide range of current developments; has shown clear ability to contribute knowledgeably to discussion of same	Ability to help lead stage/departmental developments; has experience of carrying through a development to a successful conclusion
Curriculum (in appropriate areas – stage/subject/PSHE)	Clear knowledge of current curricular issues; clear commitment to the process of self-evaluation, including School Improvement Planning	Successful involvement in implementing some major curricular initiatives
Ethos	Ability to foster a positive ethos; demonstrates a high level of commitment to all aspects of school life	Evidence of previous experience in creating a positive ethos
Relationships with Pupils	Has experience of promoting good order and discipline within the parameters of school policy; ability to motivate young people; shows strong commitment to pastoral care and welfare of pupils	Willingness to contribute to the wider life of the school
Relationships with	Shows evidence of establishing	Experience of managing a

Parents and the Community	positive relationships with parents and the community	school-community project
Whole School Involvement	Has considerable experience of working in cross curricular groups	Experience of managing a curricular project or whole school tasks relating to the school improvement plan

PRE EMPLOYMENT CHECKS

Essential

- Satisfactory PVG (Protecting Vulnerable Groups) Scheme Membership
- Satisfactory references